Demonstrating Your “Value Add” to the Title V Block Grant

May 10, 2019
Objectives

Identify resources, tools, data, and strategies to:

Demonstrate your family organization’s “value-add” to the Title V block grant from needs assessment through implementation and evaluation

Engage diverse family and youth leaders in the block grant process via action planning process
Presenters

**Mercedes Rosa**  
Director  
SPAN F2F

**Diana Autin**  
Executive Co-Director  
NCFPP/LFPP & SPAN Parent Advocacy Network (SPAN)

**Jeannette Mejias**  
Director, SEVA  
BL Coordinator, F2F-NJ
Why is it important to demonstrate your value add to the block grant?

The block grant:

– Is Title V’s strategic plan

– Sets forth how it will spend its federal & matching state/territorial funds

– Addresses how the state/territory will fulfill its public health responsibilities/functions for women, infants, children, adolescents, and CYSHCN

– Is required to reflect the input & priorities of stakeholders including diverse families & family organizations

– Is an entrée into your state’s Title V activities
Demonstrating your value add:
What do you already bring to the table?

What does your family organization already know, do, have access to, understand, and impact that is important to your Title V agency(ies)? Consider:

*Data*

*Outreach*

*Services (Individual assistance/navigation; training)*

*Information dissemination*

*Leadership development & engagement*

*Partnerships*
Data

Quantitative Data:
- Data in your contact management system (database)
  - Who are you reaching?
  - Demographic data?
  - What issues/barriers are they facing?

Qualitative Data:
- Information from focus groups, surveys, vignettes, etc.
  - What concerns are they raising?
  - What is working well?
  - What are their priorities?
  - What recommendations do they have for improvement?
A Stakeholder Look at TITLE V NEEDS ASSESSMENT

• 1. ____________________
• 2. ____________________
• 3. ____________________
• 4. ____________________
• 5. ____________________
• 6. ____________________
• 7. ____________________
• 8. ____________________

Relevant MCH Needs Assessment Data & Data Sources of Family Organizations
Outreach

To **families**

- Demographics of families you are reaching
- Relationships with your outreach partners
- Targeted outreach strategies & tools for different populations

To **professionals**

- Types and roles of professionals you are reaching
- Relationships with professional associations, etc.
- Targeted outreach strategies & tools for different professionals
Services

To families

• What types of individual assistance are you providing & what are the process & substantive outcomes?
• What types of training are you doing & what are process & substantive outcomes?
• How many are you serving?
• What more could you do with additional funds to meet needs?

To professionals

• What types of professionals are contacting you for information & assistance? What are the process & substantive outcomes?
• What types of professionals are attending your trainings? What are the outcomes?
• How many are you serving?
• What more could you do with additional funds to meet needs?
SPAN Parent Advocacy Network in Action

90,465 | That’s how many contacts with parents SPAN Parent Advocacy Network had this past year!

SPAN Parent Advocacy Network informs and trains parents to be effective advocates for their children

36,650
In Person & Virtual Event Participants

53,815
Individual Assistance Contacts
| Core Outcome & Activity | 1. Families are partners at all levels & are satisfied with services | 2. CYSHCN access ongoing coordinated, comprehensive care within a medical home | 3. CYSHCN have adequate public or private insurance to cover all needed care | 4. Children are screened early and continuously to identify special needs | 5. Services are organized in a way that families of CYSHCN can use them easily | 6. YSHCN have effective transition to adult systems of care |
| Core Outcome & Activity | 1. Pregnant Women (NPM 1, 2, 14, 15) | 2. Infants Under Age 1 (NPM 3, 4, 5, 15) | 3. Children 1-22 years (NPM 6, 7, 8, 9, 10, 15) | 4. CSHCN (NPM 11, 12, 15) |
Information Dissemination

• What resources, tools, guides, manuals, fact sheets, tip sheets, etc. do you have, in what languages? Which are the most popular?

• Who are you reaching with dissemination? Families, youth, professionals from which fields?

• How many are you reaching in each audience? What languages? What formats (web, hard copy, etc.)

• What resources, tools, etc. could you develop with additional funds?
Leadership & Partnerships

Leadership

- What leadership development are you providing? Using what leadership development tools?
- Who are you reaching/training? Families/youth/professionals? Demographic data? Geography?
- How are you supporting their leadership engagement? What are barriers? Solutions?
- What could you do with more resources?

Partnerships

- What partnerships do you have? Coalitions, consortia, collaborative funded projects, legislators, other state agencies, individual groups
- What have those partnerships achieved?
- How could you bring those partnerships to bear on MCH work to enhance its reach, replicability, sustainability
Partnerships/Collaboration re: Block Grant

Your Family Organization

Partner: ____________________
What/how can they contribute?

Partner: ____________________
What/how can they contribute?

Partner: ____________________
What/how can they contribute?

Partner: ____________________
What/how can they contribute?

Partner: ____________________
What/how can they contribute?

Partner: ____________________
What/how can they contribute?

Partner: ____________________
What/how can they contribute?
Strategies to Demonstrate Value Add

• Develop & share:
  – 1 page summary of your MCH-related activities across domains, by strategy (individual assistance, family & professional development, resources, etc.)
  – Summary of how your activities align with Title V priorities (NPMs, State Measures)

• Develop & share:
  – Overview of Title V block grant (federal & in your state), how your activities fit in with Title V block grant priorities nationally & in your state
  – Powerpoint presentation on how your organization intersects with Title V
## State Needs, NPMs, F2F/SAO Activities

<table>
<thead>
<tr>
<th>State Priority Needs (SPN) (Select 7-10 state priorities)</th>
<th>State-selected National Performance Measures</th>
<th>Related Family Organization Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPN#1</td>
<td>NPM#</td>
<td>•</td>
</tr>
<tr>
<td>SPN#2</td>
<td>NPM#</td>
<td>•</td>
</tr>
<tr>
<td>SPN#3</td>
<td>NPM#</td>
<td>•</td>
</tr>
<tr>
<td>SPN#4</td>
<td>NPM#</td>
<td>•</td>
</tr>
<tr>
<td>SPN#5</td>
<td>NPM#</td>
<td>•</td>
</tr>
</tbody>
</table>
Strategies to Demonstrate Value Add

• Focus of sharing
  – As part of planning for & doing needs assessment
  – In conversations about prioritizing topics/areas
  – In developing evidence-based/ informed strategies
  – In consideration of CQI & evaluation approaches
  – Core public health functions

• When/where/how?
  – At block grant hearing
  – In written comments on draft block grant
  – With the Governor, legislators, policymakers
  – With families, professionals, other stakeholders
  – With all your staff, family leaders, partners
  – At/during block grant review, with reviewers
Roles of Youth & Family Leaders in the Block Grant process

• Participate in and provide feedback on annual review of needs, priorities, activities, & outcomes, as well as to plan and conduct the 5-year Needs Assessment

• Provide testimony at Block Grant Hearings, so their comments and suggestions may be included to ensure that the draft application reflects the perspectives and needs of youth and families in your state/territory

• Attend the review of your state/territory’s Block Grant Application as an opportunity to offer additional comments to support and/or recommend revisions to the application

• Serve as Reviewers for Block Grant Applications of states in other MCH regions
Key Take-Aways

- Want to influence public health for CSHCN in your state? Be an embedded, integral part of the block grant

- Want to be a key component of the block grant in your state? Be proactive in demonstrating your “value-add”

- Want to demonstrate your “value-add” to your state?
  - Identify where you intersect with block grant components
  - Develop tools & resources that show where you intersect
  - Share them widely
Action Planning

• Identifying/gathering/analyzing/sharing relevant data from the family organization with Title V for needs assessment & identifying priority areas for the Block grant

• Identifying, recruiting, preparing, & supporting diverse family leaders to influence the block grant from needs assessment to priority identification to identifying activities to evaluation

• Building capacity of the family organization’s staff (including staff working directly with families) to understand the block grant process & content, to serve as reviewers, etc.
**MEANINGFUL INFLUENCE IN THE BLOCK GRANT: FROM START TO FINISH AND BACK AGAIN!**

**ACTION PLANNING TOOL**

<table>
<thead>
<tr>
<th>Focus Area #1</th>
<th>Focus Area #2</th>
<th>Focus Area #3</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Identifying/gathering/analyzing/sharing</strong>&lt;br&gt;relevant data from the family organization with Title IV for needs assessment &amp; identifying priority areas for the Block grant&lt;br&gt;Identifying data already collected by the family organization that is relevant to the block grant; identifying data gaps &amp; identifying strategies to fill data gaps; analyzing &amp; reporting data in ways that are relevant to the block grant&lt;br&gt;Policies and practices in place to routinely identify, recruit, prepare, &amp; support diverse families in leadership roles, including time of staff needed to engage in this work &amp; financial &amp; other resources for parent leaders&lt;br&gt;Connecting staff to existing trainings (PV, AMCHP, National Workforce Development Center, state Title V, NCCC, etc.) in relevant topics; preparing staff to be reviewers; engaging staff in block grant analysis</td>
<td><strong>Identifying, recruiting, preparing, &amp; supporting</strong>&lt;br&gt;diverse family leaders to influence the block grant from needs assessment to priority identification to identifying activities to evaluation</td>
<td><strong>Building capacity of the family organization's staff (including staff working directly with families) to understand the block grant process &amp; content, to serve as reviewers, etc.</strong></td>
</tr>
</tbody>
</table>

**Key Objectives Theme 1**<br>1a.<br>1b.<br>1c.<br>**Key Objectives Theme 2**<br>2a.<br>2b.<br>2c.<br>**Key Objectives Theme 3**<br>3a.<br>3b.<br>3c.
Hand-outs & Activities

- MCH Block Grant strategic plan
- Family Block Grant Testimony Format (Sample)
- Family Organization Needs Assessment Data Activity
- SPAN Contacts Infographic (Sample)
- CSHCN Core Outcomes Form (Blank)
- MCH Priorities Form (Blank)
- Block Grant Partners/ Collaborators (Blank)
- State Priority Needs, NPMs, Family Organization Activities Form (Blank)
- Overview of Title V Block grant (Federal & State) & Your Activities (Sample)
- Action Planning Tool Chart (Blank)
Family Voices, Inc.
Phone (888) 835-5669
www.familyvoices.org
http://familyvoices.org/ncfpp

SPAN Parent Advocacy Network
Phone (973) 642-8100
www.spanadvocacy.org
www.spanadvocacy.org/content/national-center-family-professional-partnerships